ESL 373A Course Outline as of Fall 2021

CATALOG INFORMATION

Dept and Nbr: ESL 373A Title: ADVANCED PART 1
Full Title: Advanced Academic Reading and Writing for ESL Students Part1
Last Reviewed: 9/26/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.50	Lecture Scheduled	4.50	17.5	Lecture Scheduled	78.75
Minimum	4.50	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.50		Contact Total	78.75
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 157.50 Total Student Learning Hours: 236.25

Title 5 Category:	AA Degree Non-Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
The first half of an advanced-level academic reading and writing course focusing on the development of academic English skills with emphasis on reading comprehension, critical analysis, vocabulary development, essay writing, editing and revision techniques, and research. Designed for non-native speakers of English.

Prerequisites/Corequisites:
Completion of the ESL Guided Self-Placement or completion of one of the following courses: ESL 316, ESL 372 or ESL 372B

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: The first half of an advanced-level academic reading and writing course focusing on the development of academic English skills with emphasis on reading comprehension, critical analysis, vocabulary development, essay writing, editing and revision techniques, and research.

Designed for non-native speakers of English. (Grade or P/NP)
Prerequisites/Corequisites: Completion of the ESL Guided Self-Placement or completion of one of the following courses: ESL 316, ESL 372 or ESL 372B
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	Effective:	Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Apply critical thinking skills to respond to and to analyze unadapted selections of nonfiction.
2. Apply the writing process to produce extended essays that demonstrate level-appropriate organization and content, critical thinking, vocabulary and fluency, and grammatical accuracy.
3. Comprehend advanced reading passages by identifying organizational strategies, paraphrasing, summarizing and synthesizing.
4. Access and evaluate information on the Internet and library databases and use appropriate and reliable source material to support writing, including using correct MLA format to cite sources.
5. Utilize metacognitive thinking skills in learning and studying processes.

Objectives:
Upon completion of this course, students will be able to:

Reading
1. Employ level-appropriate critical reading skills such as making inferences, identifying point of view, and recognizing author bias.
2. Identify main ideas, supporting details, and organizational patterns.
3. Summarize and paraphrase unadapted selections of nonfiction.
4. Use contextual clues, high-frequency affixes and roots, and the dictionary to determine the meaning, pronunciation, and connotation of new vocabulary.
5. Read with increased speed and comprehension.

Writing

1. Employ a multi-draft writing process to craft, edit, and revise extended essays with an introduction, a detailed thesis statement, well-developed supporting paragraphs, and a clear conclusion.
2. Recognize various audiences and purposes of writing to produce different genres of academic writing, including descriptive/narrative and expository modes.
3. Apply level-appropriate critical thinking skills to writing, editing, and revising.
4. Complete in-class, timed essays in response to an unadapted academic reading passage.
5. Write and edit sentences demonstrating level-appropriate knowledge of clause structure, academic vocabulary, fluency, and grammatical accuracy.
6. Write an expository essay that effectively incorporates source materials, documented in MLA style.

Information Competency and Research
1. Utilize the Internet, library, and online databases for research.
2. Evaluate source material for reliability and validity.
3. Use online language development resources.
4. Avoid plagiarism and take responsibility for originality of their written work through use of online tools such as Turnitin.

Metacognitive Skills
1. Demonstrate awareness of thinking processes while reading and writing.
2. Take responsibility for their own learning.

Topics and Scope:

ESL 373A instructional time focuses equally on reading and writing.

I. Reading
A. Nonfiction Reading
1. Pre-reading skills to survey, predict, skim and scan
2. Identification of main ideas and supporting details
3. Analysis of organizational patterns and rhetorical forms
4. Differences between fact and opinion
5. Critical evaluation of readings for point of view, bias and validity
6. Inferencing skills
7. Annotating, note-taking, paraphrasing, and summarizing
B. Critical Analysis
1. Summarizing, synthesizing, comparing, and contrast and information from one or more sources
2. Analysis and use of reading material to support writing
C. Academic Vocabulary Study
1. Inference of meaning through contextual clues
2. Use of a dictionary to determine meaning, usage, and pronunciation
3. Recognition of high frequency roots and affixes to determine correct word forms
4. Explicit study of targeted academic vocabulary

II. Writing
A. Prewriting
1. Brainstorming
2. Journal writing
3. Clustering
4. Outlining

B. Drafting
1. Thesis statement
2. Topic sentences
3. Body paragraphs
4. Conclusion

C. Revision of essays for coherence, fluency, critical thinking, logical development of ideas, and academic vocabulary

D. MLA formatting and style

E. Strategies for timed writing

F. Grammar (with an emphasis on self-editing)
1. Recognition and correction of run-ons, fragments, and comma splices
2. Simple, compound, complex, and compound-complex sentences
3. Editing and proofreading for grammatical problems
a. Subject-verb agreement
b. Verbs (including perfect tenses and passive voice)
c. Reported speech
d. Conditional forms
e. Punctuation: capitalization, quotation marks, apostrophes, commas, semicolons, and colons
f. Word form and usage
g. Parallel structure

III. Information Competency and Research

A. Use of the Internet and library databases to find information and research sources and to determine their reliability, validity, and credibility

B. Online citation resources such as NoodleBib for MLA format

C. Online language development tools, including supplemental instruction

D. Thesaurus, dictionary, on-line databases, etc.

E. Online tools such as Turnitin to help students avoid plagiarism and take ownership of their research and writing

IV. Metacognitive Skills

A. Strategies to keep track of thinking processes while reading and writing (i.e., “metacognitive bookmark”)

B. Techniques to encourage students to take responsibility for their own learning (i.e., double and/or triple entry journals, “metacognitive reading log template”)

Assignment:

The following represent the types of assignments that will be included and assessed:

Reading

Reading assignments of various lengths and complexity provide topics for analysis and discussion. Assignments will include the following:

1. Reading comprehension and vocabulary exercises (weekly)
2. Summarizing and paraphrasing activities (2-3)
3. Discussing and analyzing readings (weekly)
4. Research using the Internet and online databases to support writing
5. Exams and quizzes (1-2 exams, 2-3 quizzes)
6. Metacognitive reading logs, double/triple entry reading journals (weekly)

Writing

Written assignments will result in a minimum of 1,750 words. Assignments will include the following:
1. Journals, summaries, and responses to assigned readings
2. At least one multi-draft descriptive /narrative or expository essay (500-word minimum)
3. At least one multi-draft analytical essay in response to course readings or to supplementary materials (500-word minimum)
4. Vocabulary, writing, and grammar exercises, including technology-enhanced activities
5. At least two in-class essay exams
6. Common assessment portfolio

Additional activities and assignments may include the following:
1. Oral presentations
2. Participation in peer editing sessions to explore and refine the process of drafting, revision, and proofreading
3. ESL 770 (tutorial) attendance

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, summaries, essays, journals, analysis of readings, and common assessment portfolios	Writing 50 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Essay revision, sentence combining, vocabulary, online exercises, and reading comprehension activities	Problem solving 10 - 20%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, true/false, matching items, completion, quizzes, and in-class essay exams	Exams 25 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation, collaboration, oral presentations, timed reading charts, tutorial hours (ESL 770)	Other Category 5 - 10%

Representative Textbooks and Materials:

Integrated Reading/Writing Texts:

Pathways 4: Reading, Writing, and Critical Thinking with online practice, Blass, Laurie. Heinle Cengage: 2014.
Q:Skills for Success 5: Reading and Writing with online practice, Caplan, Nigel. Oxford University Press: 2011.
NorthStar 5: Reading & Writing with MyEnglishLab, Cohen, Robert. Pearson: 2015.

Grammar Reference Texts:

Pocket Keys for Writers, Raimes, Ann, Cengage. 2013
Grammar Troublespots, Raimes, Ann. Cambridge. 2004 (classic).
Top 20: Great Grammar for Great Writing 2nd Edition, Folse, Keith. Cengage Learning: 2008 (classic).

Fiction:

Selected short stories

Instructor prepared materials